

# The Scientific Approach to the Development of Accredited European Schools

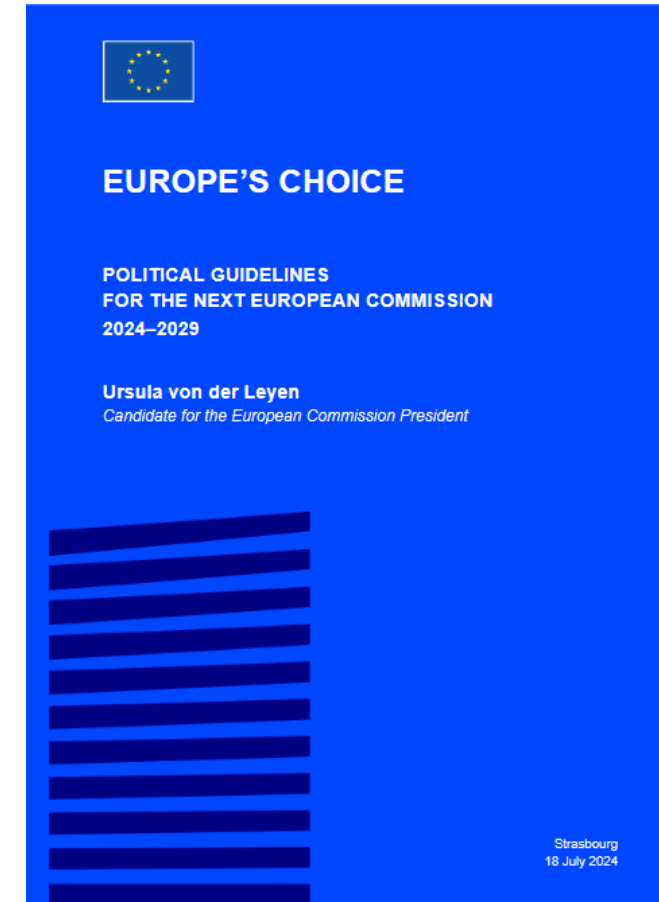
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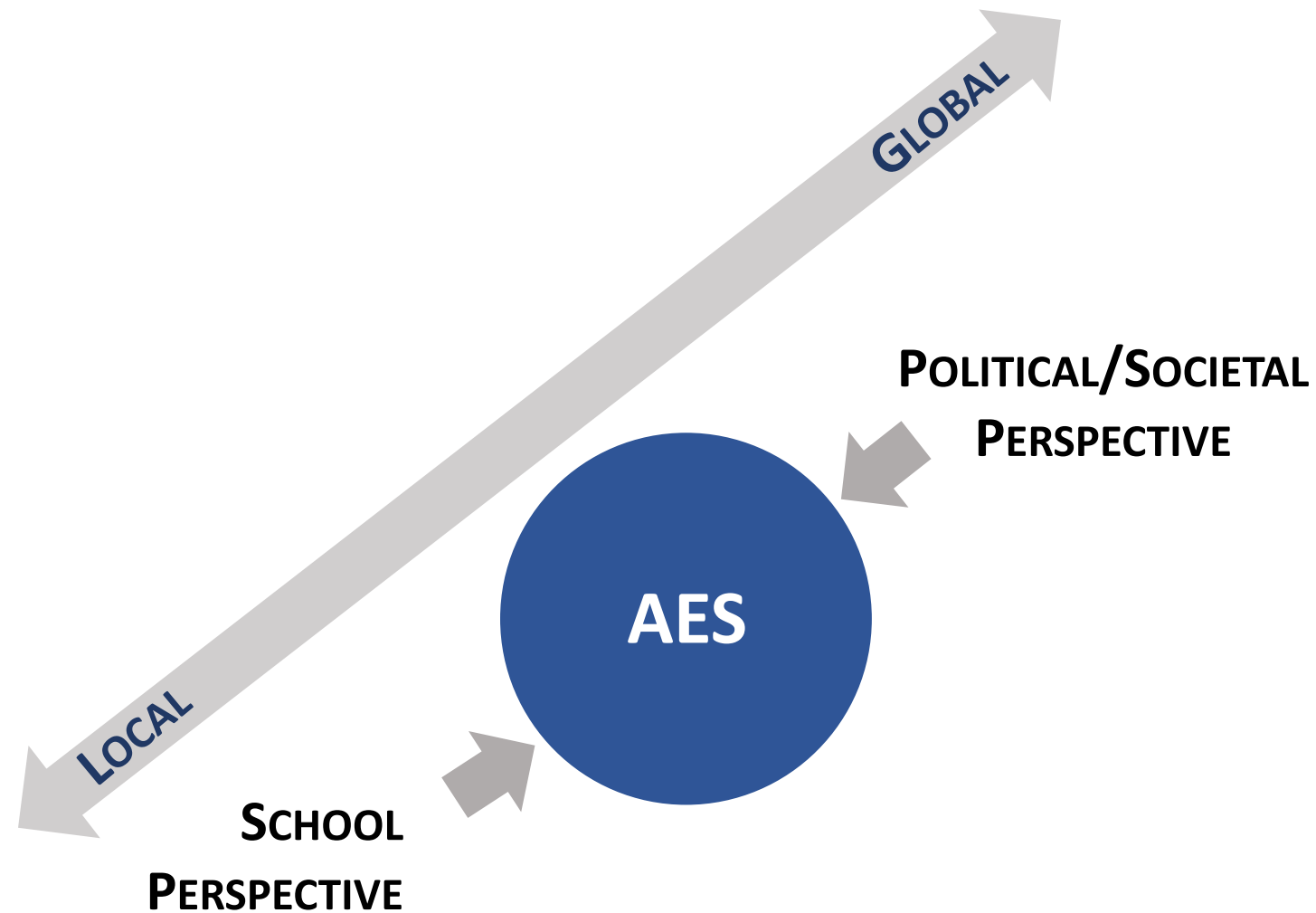


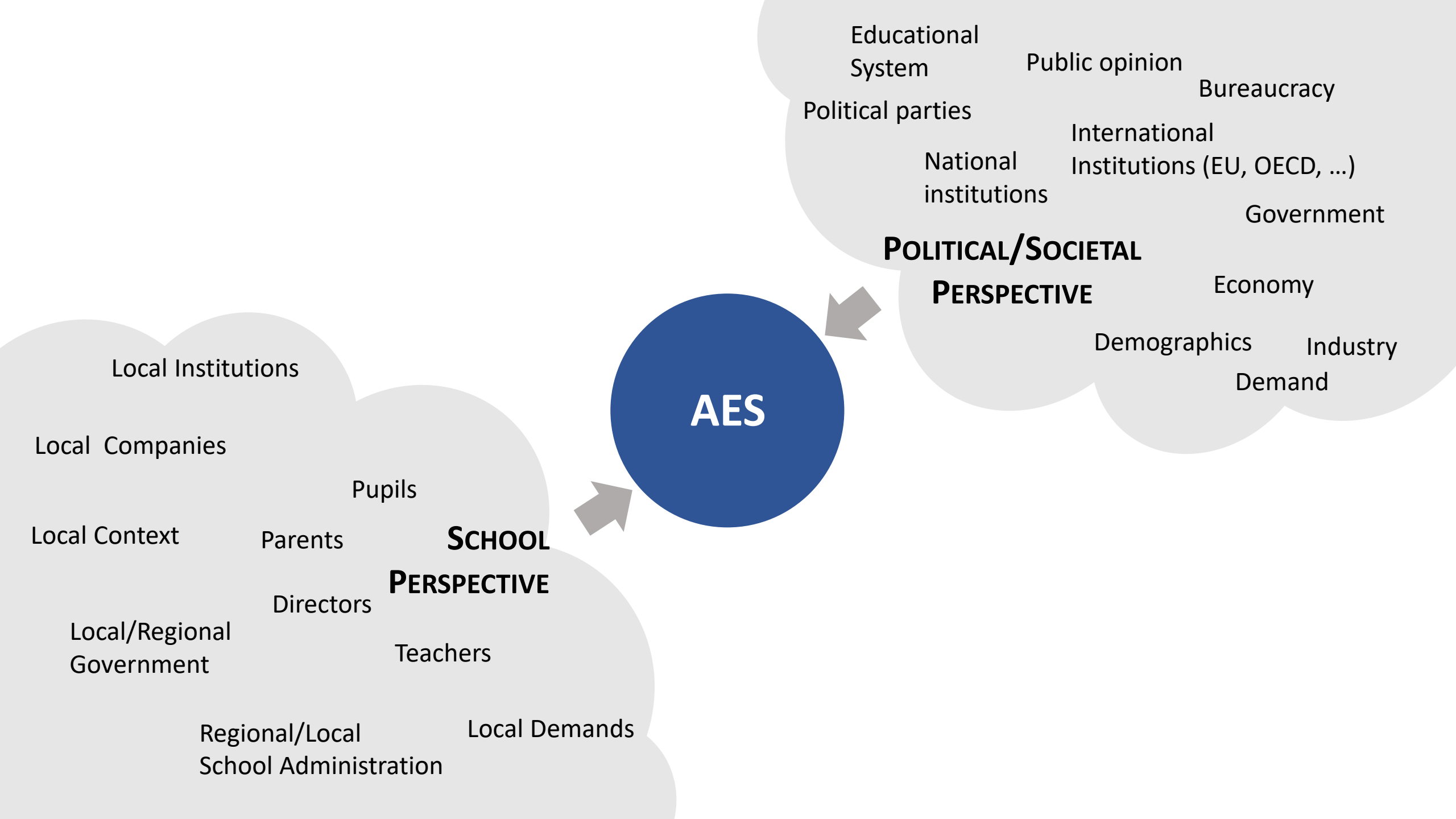
“We must reunite our society through education, supporting young people and building on the things that we have in common as Europeans.”  
(p. 20)

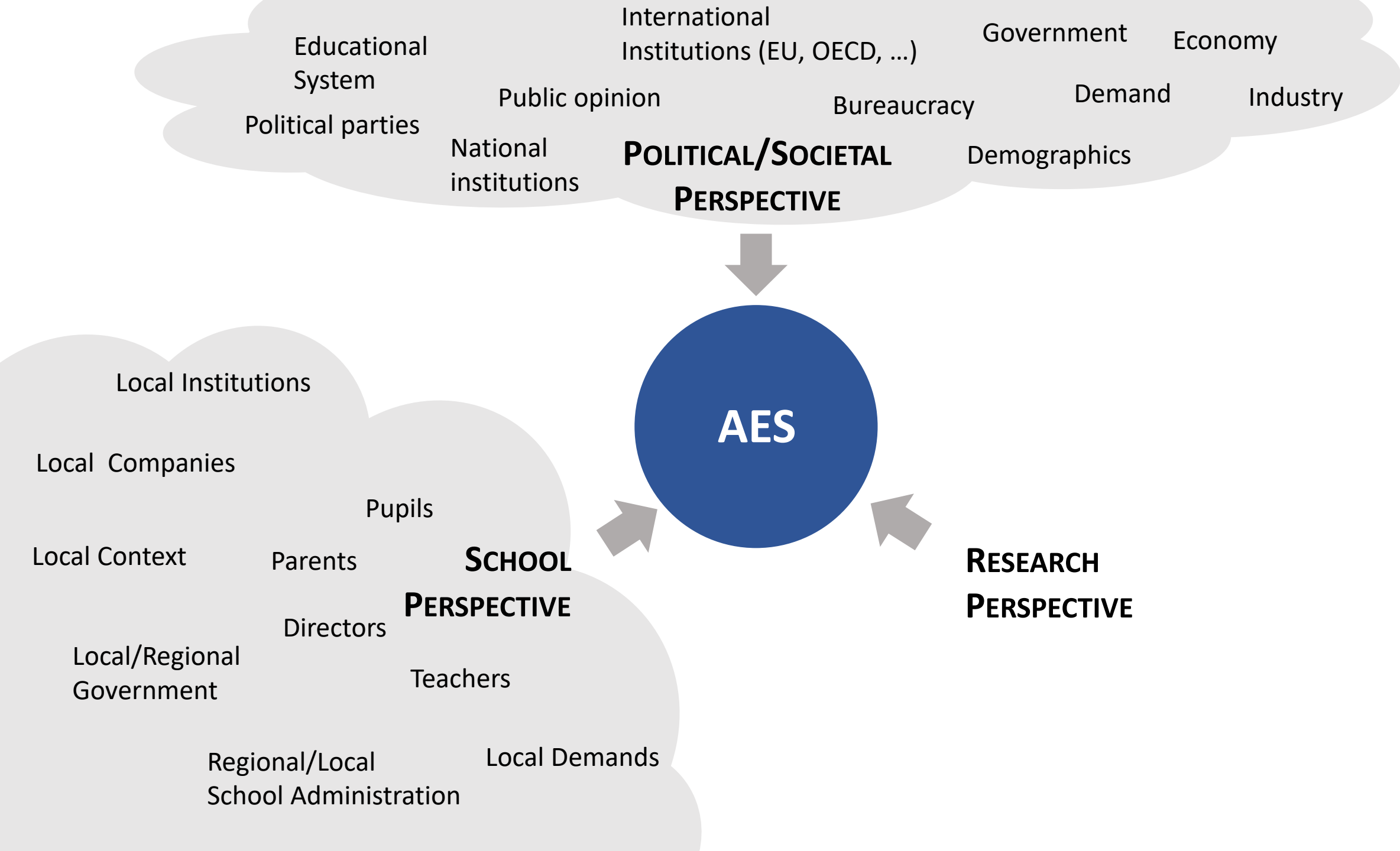
“I want to strengthen the collaboration between research departments, higher education and business.” (p. 11)



[https://commission.europa.eu/document/download/e6cd4328-673c-4e7a-8683-f63ffb2cf648\\_en?filename=Political%20Guidelines%202024-2029\\_EN.pdf](https://commission.europa.eu/document/download/e6cd4328-673c-4e7a-8683-f63ffb2cf648_en?filename=Political%20Guidelines%202024-2029_EN.pdf)







Favourable towards the project, no pressure to succeed,  
but supportive, distanced and independent

Scientific criteria  
(Objectivity, Reliability, Validity)

Specific methods (of analysis)

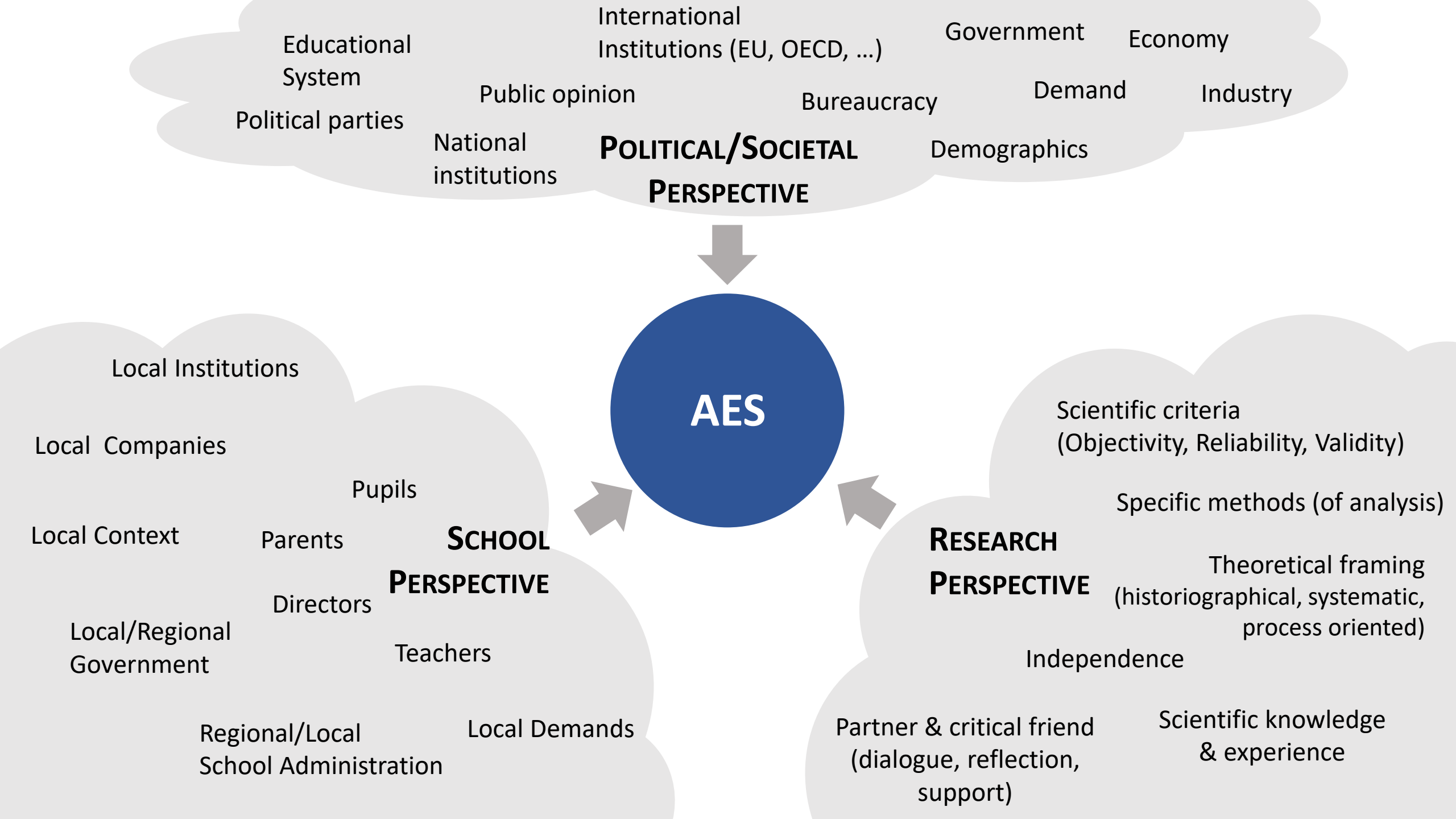
Theoretical framing  
(historiographical, systematic,  
process oriented)

## RESEARCH PERSPECTIVE

Independence

Scientific knowledge  
& experience

Partner & critical friend  
(dialogue, reflection,  
support)



The guiding questions for the scientific support team are as follows:

**1** What challenges in terms of content and organizational structure can be identified over the project period?

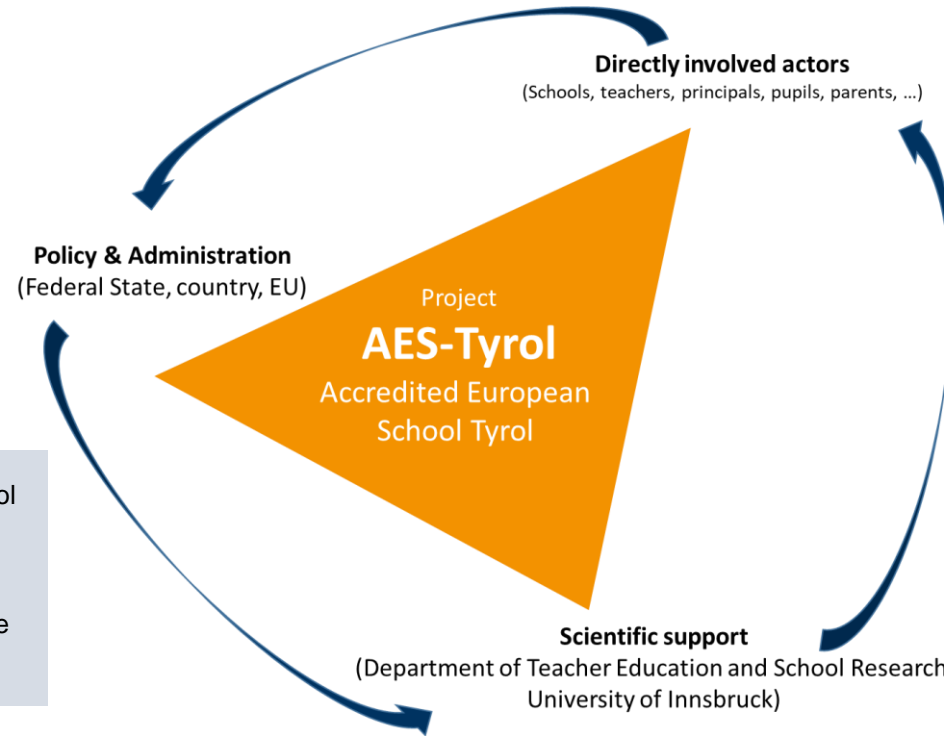
**2** What specific processes can be identified?

**3** How does the existing school system at all levels react to the implementation of a different content and organizational-administrative structure?

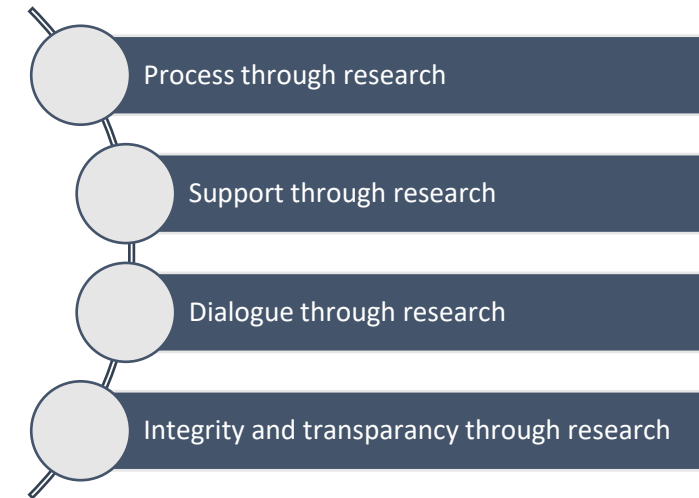
**4** What conditions for success can be identified both for the project itself and for comparable projects in Austria?

**5** What impact does the project have at different system levels (local/regional, national, EU-wide)?

**6** What are the overall prototypical findings for a scalable model for further comparable projects and what can this look like?



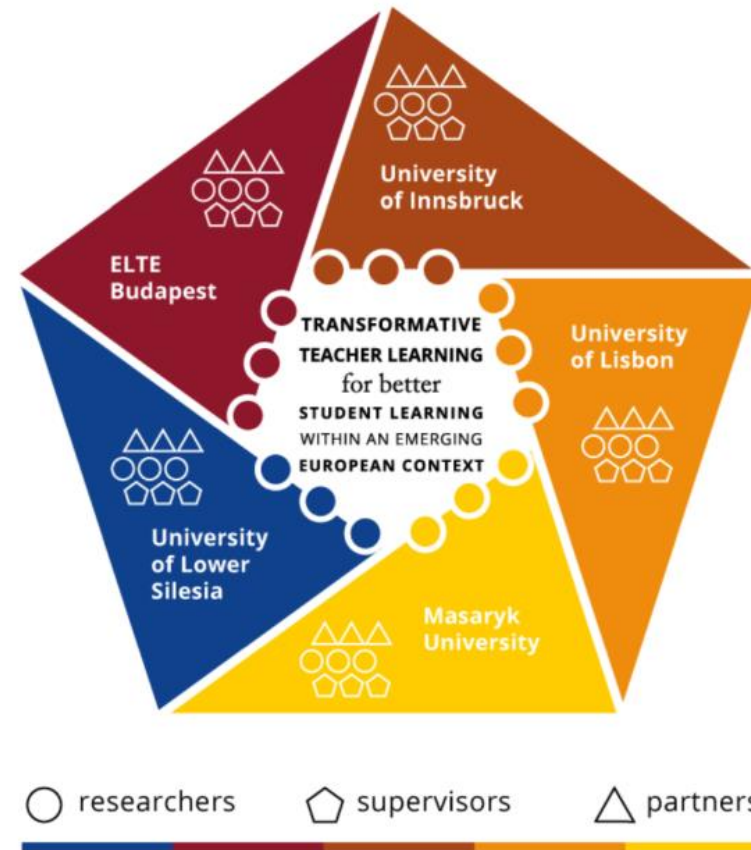
## Scientific Support for the conception, preparation, and implementation of the AES-Tyrol







The European Doctorate in Teacher Education (EDiTE) was a four-year project supported by the European Union’s Horizon 2020 research and innovation programme, Marie-Sklodowska-Curie grant agreement number 676452.



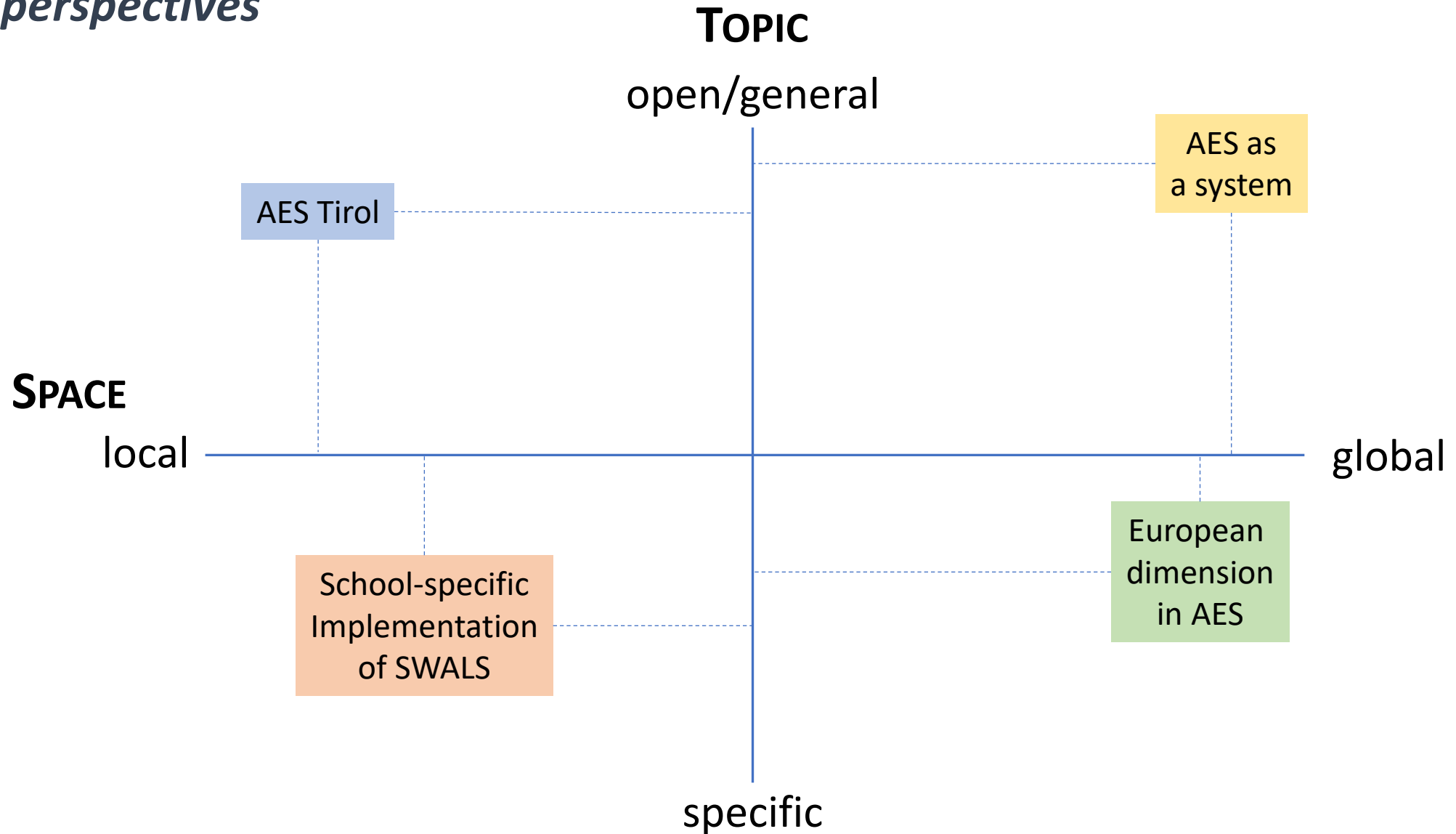
Common European international PhD-Curriculum in Teacher Education implemented at national universities

- National (legal) regulations
- Local, university specific curricular requirements
- Different teaching & study cultures

Realize a sustainable international curriculum with respect to diverse (and partly contradicting) national regulations and requirements. → “How can we become united in diversity?”

- Strong continuous collaboration
- Dialogue & mutual understanding
- High level of expertise
- Leadership
- Theoretical fundament
- Scientific evidence
- Interaction Universities – Policy – Research

## Research perspectives



## ***The Scientific Approach to the Development of Accredited European Schools***

### **Accredited European Schools**

Every AES has its own finger print

- History
- Development
- Realization of the curriculum
- Accreditation recommendations
- Triade School (local) – Government (national) – EU (“global”)
- ...

### **European Parliament & the Office of the Secretary-General of the European Schools**

- Common reference documents
- Common European curricula
- (Re)Accreditation
- Joint activities
- ...

### **Scientific support**

Identifying:

- Common fundamental structures (processes, implementations, communication, ...)
- Common problems and challenges
- Common needs and demands
- Patterns behind different solutions
- Facts to support the common development

micro



macro